

Special Education Assessment Policy

The Humboldt County Office of Education as part of an initial or re-assessment of an individual with exceptional needs shall conduct an assessment of the pupil's educational needs by qualified persons, in accordance with requirements including, but not limited to, all of the following:

1. Testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as not to be racially, culturally, and sexually discriminatory.
2. Tests and other assessment materials meet all of the following requirements:
 - a. Are provided and administered in the pupil's primary language or other mode of communication, unless the assessment plan indicates reasons why this provision and administration are not clearly feasible. For the English Limited Proficient student the assessments and administration of the evaluations are done to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.
 - b. Have been validated for the specific purpose for which they are used. For Limited English Proficiency (LEP) students the assessment report references the LEP status, the primary language and the implications upon the assessment.
 - c. Are administered by trained personnel in conformance with the instructions provided by the producer of the tests and other assessment materials, except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist.
 - d. Tests and other assessment materials include those tailored to assess specific areas of educational needs and not merely those, which are designed to provide a single general intelligent quotient.
 - e. Tests are selected and administered to best ensure that when a test is administered to a pupil with impaired sensory, manual or speaking skills produces test results that accurately reflect the pupil's aptitude, achievement level, or any other factors the test purports to measure and not the pupil's impaired sensory, manual, or speaking skills unless those skills are the factors the test purports to measure.

- f. No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the pupil, including information provided by the parent, and information related to enabling the pupil to be involved in and progress in the general curriculum or for a preschool child, to participate in appropriate activities.
3. The pupil is assessed in all areas related to the suspected disability including, where appropriate, health and development, vision, including low vision, hearing, motor abilities, language function, general ability, academic performance, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. A developmental history is obtained, when appropriate.
4. The assessment of a pupil, including the assessment of a pupil with a suspected low incidence disability, shall be conducted by persons knowledgeable of that disability. Special attention shall be given to the unique educational needs, including, but not limited to, skills and the need for specialized services, materials, and equipment consistent with the guidelines established pursuant to Ed Code Section 56136.
5. In assessing each pupil with a disability the assessment is sufficiently comprehensive to identify all the pupil's special education and related services needs, whether or not commonly linked to the disability category in which the pupil has been classified

Legal Authority:

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